



Co-funded by the
Erasmus+ Programme
of the European Union



SafeMa

Study Visit 18-20 November 2019

Session: Information literacy - supporting research awareness,
academic structure and competence

Who are we?

Co-funded by the
Erasmus+ Programme
of the European Union



Thomas Kjær



Hanne Westerkam



<http://1.bp.blogspot.com/-wwkO5gmNOIU/UEMV-jIH-al/AAAAAAAAAAM/1N5tERPRvgk/s1600/anonym.jpg>

Agenda

Co-funded by the
Erasmus+ Programme
of the European Union



1. **What** is the DNA of UCN Library?
2. **What** does it mean to be information literate at UCN?
3. **Why** does UCN have an information literacy profile?
4. **Why** should a midwife (midwifery student) be information literate?
5. **How** does UCN Library collaborate with the Midwifery Education Programme to plan teaching in information searching?

Tools that UCN Library uses to support information literacy



Safe
Ma

Co-funded by the
Erasmus+ Programme
of the European Union



1. What is the DNA of UCN Library?

DNA

Co-funded by the
Erasmus+ Programme
of the European Union



Relation to the other parts of UCN:

- The library interacts through dialogues with the other parts of UCN

Overall purpose:

- Support and strengthen learning and education
- Support research and development
- Support the study environment

Source: (1)



"PANTONE : in our DNA" by Patrick Dufour is licensed under CC BY-NC 4.0

DNA

Co-funded by the
Erasmus+ Programme
of the European Union



Main tasks:

1. To communicate the right information and knowledge to our users through knowledge databases and library systems
2. To be an active participant in the development and communication of new knowledge at UCN
3. To support students' learning and foundation of knowledge
4. To support learning and foundation of knowledge among staff.

Source: (1)



"PANTONE : in our DNA" by Patrick Dufour is licensed under CC BY-NC 4.0



Safe
Ma

Co-funded by the
Erasmus+ Programme
of the European Union



2. What does it mean to be information literate at UCN?

Information literate

Co-funded by the
Erasmus+ Programme
of the European Union



Students at UCN are information literate when:

- Keeping updated within the professional field and searching for new knowledge through skills and competencies
- Reflecting in relation to new knowledge through skills and competencies
- Reflecting on and applying new knowledge



Source: (2)



Safe
Ma

Co-funded by the
Erasmus+ Programme
of the European Union



3. Why does UCN have an information literacy profile?

Information literacy profile

Co-funded by the
Erasmus+ Programme
of the European Union



Why?

- A frame for collaboration
- A common understanding of the student's information literacy
- A common goal for the student's information literacy

Goal for the student and the practitioner:



- To obtain generic competencies
 - Through working with profession-based knowledge, students are encouraged to reflect **during their studies**
 - And strive to become a **reflective practitioner**.

Final competencies:

- To promote and perform a knowledge and profession-based practice based on e.g. evidence and ethics.



Information literacy profile

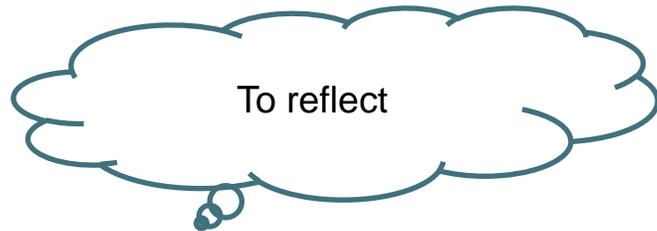
Co-funded by the
Erasmus+ Programme
of the European Union



To search for new
knowledge

Keep updated within the
professional field and search
for new knowledge through
skills and competencies:

- Continuous need for information
- Knowledge databases relevant to the subject
- Search strategies and techniques
- Technological possibilities and knowledge sharing
- Documentation of searches
- Reference management



To reflect

Reflect in relation to new
knowledge through skills and
competencies:

- Research methods
- Different types of publications
- Selection of search results
- Tools for critical reading
- Reflection on own and information literacy of others



To apply new
knowledge

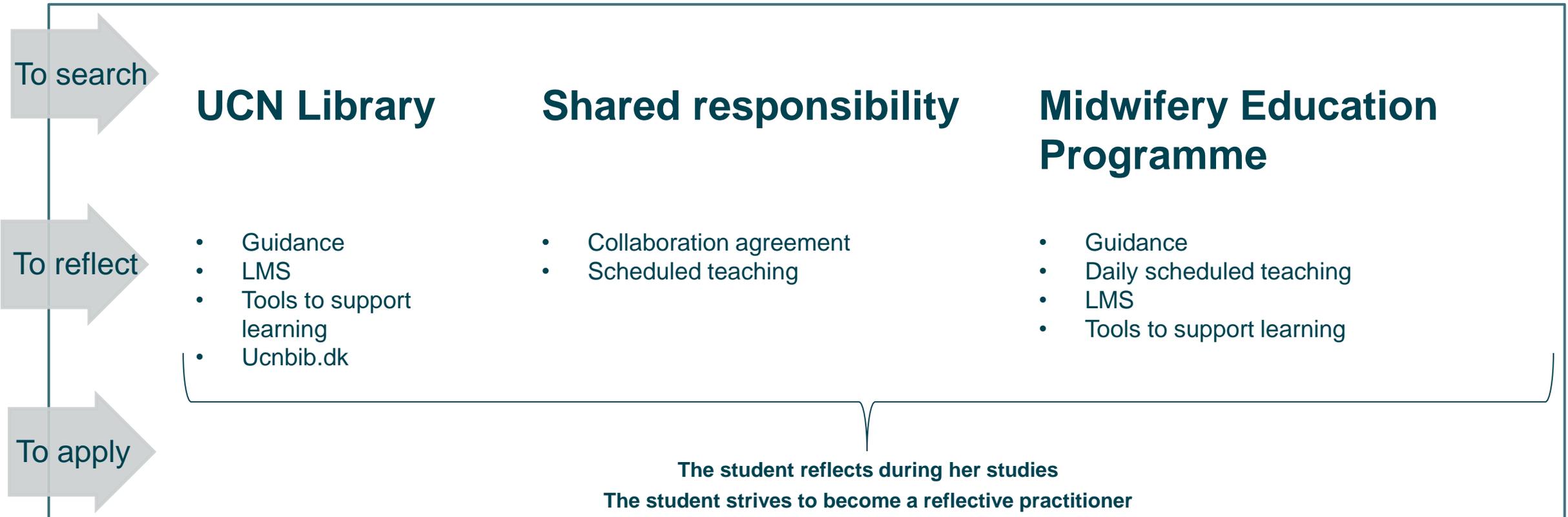
Reflect on and apply new
knowledge:

- Evidence-based focus in theoretical and clinical education
- Evidence-based work after graduation as a health professional
- Wisely for the benefit of others (Source: (3))

Information literacy profile

- Who does what in daily practice?

Co-funded by the
Erasmus+ Programme
of the European Union





Safe
Ma

Co-funded by the
Erasmus+ Programme
of the European Union



4. Why should a midwife (midwifery student) be information literate?

Why be Information literate?

Co-funded by the
Erasmus+ Programme
of the European Union



1. She must be able to search for new knowledge in relation to problem-based projects at the Midwifery Education Programme
2. She must keep updated within the professional field by searching new knowledge, and she must reflect on and apply new knowledge; in this way she becomes a reflected practitioner
3. Final competencies for a health professional bachelor is to be able to promote and perform a knowledge- and evidence-based practice, which is e.g. based on evidence and ethics

(A joint information literacy profile for students at the healthcare professional bachelor programs, UCN, May 2018)



Safe
Ma

Co-funded by the
Erasmus+ Programme
of the European Union



5. How does UCN Library collaborate with the Midwifery Education Programme to plan teaching in information searching?

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



Context – systematic literature search for a project

Preparation

Teaching by lecturer at the Midwifery Education Programme and independent work with materials made by the library

Information searching

Information searching classes by librarians and lecturer from Midwifery Education Programme

Guidance

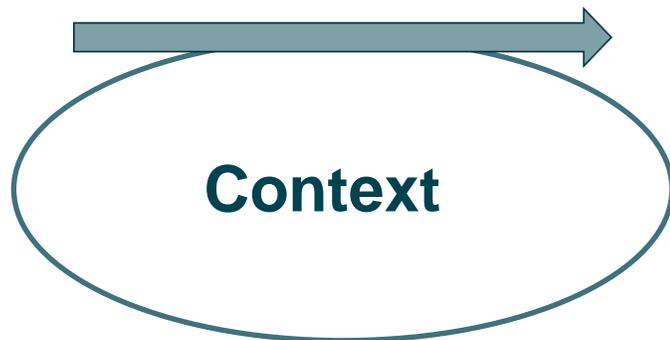
Online + face-to-face

Documentation

Documentation of search strategy for the project

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



Literature-based project (3rd semester)

Project: "The uncomplicated formation of family, pregnancy, childbirth, post-childbirth care and healthy newborns"

Systematic literature search

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



Teaching content - 2 scheduled lessons (2 September 2019)

- Preparation of a structured information search
- Each group starts by filling in a **DOSIS guide**
- <https://www.ucnbib.dk/en/page/dosis-guide> (only available via PC/MAC)



Preparation
Teaching by
lecturer from the
Midwifery
Education
Programme
and independent
work

Independent work

- The student watches 2 YouTube guides on searching the database CINAHL
 - **How to search using key words in Cinahl Plus with Full Text**
 - **How to combine searches in Cinahl Plus with Full Text**



- The student makes exercises in the use of the database CINAHL "*Ti spørsmål til J18S [Ten questions for the J18S]*"
- The student uses a PowerPoint presentation on tips for use of the database CINAHL

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



Teaching content (2 scheduled lessons (5 September 2019))

Starting point: the student is prepared (slide 18)

Presentation (approx. 1 lesson):

- The database CINAHL Complete
- Search strategies
- The DOSIS guide



Group work (1 lesson):

- Each group works with information searching in relation to own topic
- Lecturer and librarian are counsellors during the information searching



Information searching
Information searching classes by librarians and lecturer from Midwifery Education Programme

Tools to support learning – made by UCN Library

Power Point: J18s – Informationssøgning [*Information search*]

Word: J18s – DOSIS-guide [*DOSIS guide – example of completed DOSIS guide*]

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



Activities after teaching

The students can get help to search for information at UCN Library by:

•Contacting a librarian at the counter in the library



•Calling the library



•Sending an e-mail with a specific question to bibliotek-sl@ucn.dk

•Using the library website or LMS



Guidance
Face-to-face +
Online

Didactic design



Each group fills in a DOSIS guide

Documentation
Documentation of
search strategy
for the project

3. Beskriv din
søgestrategi [Describe
your searching strategy]

	Tema [<u>Theme</u>] 1: The <u>midwifery profession</u>	Tema [<u>Theme</u>] 2: <u>Role / relation</u>	Tema [<u>Theme</u>] 3: <u>Mothers</u>	Tema [<u>Theme</u>] 4: <u>Breastfeeding</u>
Database 1: CINAHL Complete	Kontrollerede emneord [Subject Headings]: <ul style="list-style-type: none"> MH "<u>Midwives+</u>" MH "<u>Midwifery+</u>" Fritekst [<u>Free Text Search</u>]: <ul style="list-style-type: none"> <u>Midwife</u> 	Kontrollerede emneord [Subject Headings]: <ul style="list-style-type: none"> MH "<u>Role+</u>" MH "<u>Patient Education+</u>" MH "<u>Support, Psychosocial+</u>" MH "<u>Interpersonal Relations+</u>" MH "<u>Attitude+</u>" 	Kontrollerede emneord [Subject Headings]: <ul style="list-style-type: none"> MH "<u>Mothers+</u>" 	Kontrollerede emneord [Subject Headings]: <ul style="list-style-type: none"> MH "<u>Breast Feeding+</u>" MH "<u>Lactation</u>" Fritekst [<u>Free Text Search</u>]: <ul style="list-style-type: none"> <u>Breastfeeding</u>

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



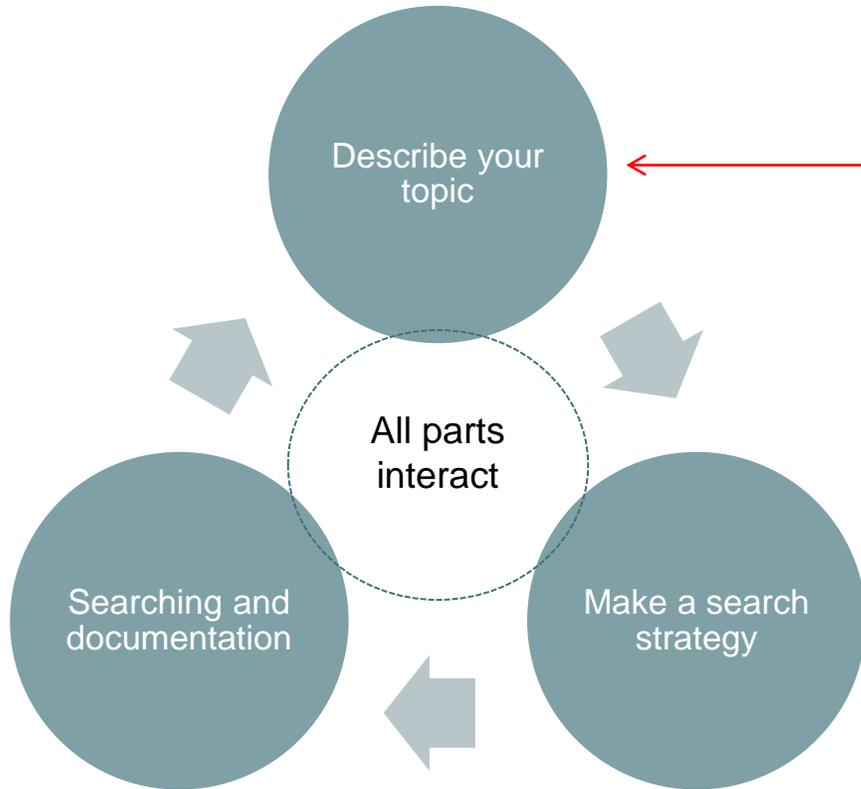
D O S I S - guide*

DOSIS = **DO**ocumented **S**ystematic **I**nformation **S**earch

- ❖ Help to make **systematic** information searching:
 - ❖ Targeted, delimited, structured
 - ❖ Well-founded in relation to the selected topic
- ❖ Help to **document** the searching process

Didactic design

Co-funded by the
Erasmus+ Programme
of the European Union



The problem determines the search strategy

- Choice of database(s)
- Choice of key words
- Choice of search technique
- Possible delimitation

Based on the search strategy, students search different databases



Safe
Ma

Co-funded by the
Erasmus+ Programme
of the European Union



Tools that UCN Library uses to support information literacy

Tools to support learning (teaching and learning aids)

Co-funded by the
Erasmus+ Programme
of the European Union



Online 24-7 (ucnbib.dk - health) + 2 LMS platforms: Health professional / Reference management

- 💡 Collection of electronic books, journals, databases, dictionaries and RefWorks
- 💡 PowerPoint presentations to document teaching by librarians
- 💡 PowerPoint presentations with tips to search specific databases
- 💡 The DOSIS guide
- 💡 YouTube guides on how to search databases
- 💡 Quizzes on specific databases and reference management
- 💡 Collection of examples on reference management standards (Harvard, Vancouver, APA)



Tools to support learning

(teaching and learning aids)

Co-funded by the
Erasmus+ Programme
of the European Union



Library opening hours + 24-7 access for students with a student ID card

- 💡 Collection of physical books, journals and dictionaries
- 💡 Teaching in information searching (scheduled lessons and in collaboration with lecturer from the Midwifery Education Programme)
- 💡 Reference management courses – the students sign up for these courses
- 💡 Staffed counter in the library
- 💡 Book-a-librarian (7th semester)

Applied literature

Co-funded by the
Erasmus+ Programme
of the European Union



1. UCN Biblioteket. UCN Biblioteket frem mod 2020: Kerneopgavenotat til dialogmøde med uddannelserne og Act2learn 2017/2018 [*UCN Library Towards 2020: Core assignment note for dialogue meeting with the programs and Act2learn 2017/2018*]. Aalborg: UCN Biblioteket; 2017. 8 p.
2. Westerkam H, Mortensen KR; Hansen LE, et al. En fælles informationskompetenceprofil for studerende ved de sundhedsfaglige professionsbacheloruddannelser, UCN [*A joint information literacy profile for students at the healthcare professional bachelor programs, UCN*] [Internet]. Aalborg: UCN; 2019. 7 p. [cited 2019 Nov 13]. Available from: https://www.ucviden.dk/portal/files/64472527/Informationskompetenceprofil_maj2019.pdf
3. Christine Bruce [Internet]. Brisbane: Christine Bruce; Seven Faces of Information Literacy in Higher Education; 20?? [cited 2019 Nov 13]; [about 6 screens]. Available from: <http://www.christinebruce.com.au/informed-learning/seven-faces-of-information-literacy-in-higher-education/>
4. Toxvig L. Informationskompetence [*Information Literacy*] [Power Point]. Aalborg: UCN Jordemoderuddannelsen; 2019. 8 p.

Number 1, 2 and 4 are in danish